

# ***Lesson 6***

## ***Targeting Life Skills***

### ***Materials:***

- ☐ Sticky wall materials:
  - Newsprint or bulletin board paper at least 6 feet x 4 feet
  - 3M Spray Mount
- ☐ Banners for life skills competency categories sized to fit across the top of the sticky wall
- ☐ 4 Green 8" x 10 " sheets of paper printed with 4-H life skill categories
- ☐ 8 yellow half sheets of card stock printed with targeted competencies and their definitions
- ☐ 35 lavender half sheets of card stock printed with skills leading to mastery of targeted competencies
- ☐ Magic Markers

### ***Objectives:***

1. To increase awareness of the skills targeted in 4-H program offerings.
2. To present the Targeting Life Skills Model used to describe the way 4-H organizes its efforts to promote positive youth development.

### ***What to do -***

Before participants arrive, prepare the "sticky wall". Attach the newsprint or bulletin board paper to a wall and spray it with Spray mount. Do this well ahead of participant arrival as the spray mount has a biting odor.

Make the five banners and print one of each of the following competency areas on each strip: Knowledge and Reasoning; Creativity; Personal/Social; Vocational; Health and Physical; Citizenship

### ***What to Say -***



## What to do-

## What to Say-

Print one of each of the following words on the green sheets of paper: Head, Heart, Hands, Health.

Print one each of the following categories and it's definition on the yellow colored half sheets of card stock paper:

**Thinking:** using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider

**Managing:** using resources to accomplish a purpose.

**Relating:** a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

**Caring:** showing understanding, kindness, concern and affection for others.

**Giving:** providing, supplying or causing to happen (social responsibility).

**Working:** accomplishing something or earning pay to support oneself through physical or mental effort.

**Living:** Acting or behaving; the manner or style of daily life.

**Being:** living ones life; pursuing ones basic nature; involved in personal development

Print one of each of the following skills on separate half sheets of lavender colored cardstock paper (*this will require 35 half sheets of paper*)

Learning to learn	Communications	Community service-volunteering
Healthy Life-style choices	Decision-making	Social skills
Cooperation	Problem solving	Critical thinking
Leadership	Stress Management	Disease Prevention
Conflict resolution	Responsible	Contribution to group
Service learning	Accepting Differences	Concern for others
Personal safety	Goal setting	Self responsibility
Marketable/useful skills	Self Esteem	Wise use of resources
Planning/organizing	Empathy	Character
Sharing	Teamwork	Self-motivation
Keeping Records	Nurturing relationships	
Managing feelings	Resiliency	

Introduce the lesson



## ***What to do–***

## ***What to Say–***

Introduce promoting skill development

Divide participants into eight groups using a grouping activity of your choice and give each group one of the half sheets of paper (Thinking, Managing etc). Place the lavender sheets on a table central to all groups. Explain the Targeting Life Skills Model. Place the banners of the competency areas on the sticky wall to form four columns as you talk about them. (Place vocational and citizenship next to each other as one column) Place the “Head” page below the Knowledge,

Section I focused on the purpose of 4-H and the structure that supports it. A review of youth development principles included a discussion of the importance of providing youth with opportunities to master competencies that have been identified as necessary for successful transition to adulthood. Section II will concentrate on defining the skills 4-H targets in those competency areas and the methods 4-H uses to help youth master those skills.

A skill is a learned ability. Life skills are those abilities that assist people in functioning well in the environments in which they live. Youth development professionals are concerned with skills that result in healthy and productive outcomes for both youth and their communities.

Effective youth serving organizations have developed an organizational framework that outlines for members and staff the skills that are targeted through their program. As a youth development professional, you are expected to be familiar with the structure of your organization and the skills that are targeted for mastery within that structure.



## What to do–

## What to Say–

Reasoning, Creativity banner. Place the “Heart” page below the Personal/Social banner, place the “Hands” page below the Vocational/Citizenship banners and place the “Health” page below the Health/ Physical banner.)

Direct the group in building the model on the sticky wall. Start with the categories they have been assigned.

4-H has organized the skills it targets around the 4-H pledge (head, hands, heart, health). 4-H refers to this framework work as a “Targeting Life Skills Model”<sup>1</sup> We are going to put that framework together now.

The 4-H framework is based upon the five competency areas that have been identified as critical in preparing youth for adulthood.<sup>2</sup> These are Knowledge and Reasoning; Creativity; Personal/Social; Vocational; Health and Physical; Citizenship. 4-H has combined two of the competencies in order to fit them into a four-category structure. The important point however, is that the skills needed for positive growth and development are addressed through 4-H delivery formats.

As you can see, we have started a framework on this sticky wall that is the structure for the Targeting Life Skills Model. Each of your groups has been given a sheet of paper with the name of a category of life skills on it. I want your groups to determine whether the category you have been given is best associated with head or heart or hands or health and to place your sheet of paper on this sticky wall under the appropriate heading. There should only be two categories for each heading.

Give the groups time to put their categories on the sticky wall.  
You are looking for this arrangement.

Head: Thinking and Managing  
Heart: Relating and Caring  
Hands: Giving and Working  
Health: Living and Being

If the group has chosen a different

1.Henrichs, P.A. ( 1998). *Developing youth Curriculum Using the Targeting Life Skills Model*, Iowa State University Cooperative Extension , Iowa State University, Ames Iowa

2.Pittman, K. and Fleming, W. (1991). *A new vision: Promoting Youth Development*, testimony before the House Select Committee on Children, Youth and Families, Center for Youth Development and Policy Research, Academy of Educational Development, Washington D.C.



## ***What to do–***

## ***What to Say–***

arrangement, you can adjust it with the following explanation.

Direct the group in identifying the skills that make up the larger categories.

If your group is large, this task may become a bit hectic. Be available to answer questions and help groups negotiate. Your goal is for a model that looks like this.

There could be other interpretations of the relationship between these categories of skills and the competencies targeted, but this model has been found to be an effective way to organize our efforts in 4-H.

Each of these categories represent a group of skills, that must be mastered to become competent in that category. We need to complete our model by adding the skills to it.

I have placed 35 lavender half sheets with skills leading to competencies written on them on front tables. Your task is to find the cards with the skills that lead to mastery in the category your group was given and to place them on the sticky wall under that category. Because there is some overlap in mastery, you may find that several groups want the same card. Negotiate between you to determine the most effective placement of the card.



## What to do–

## What to Say–

### KNOWLEDGE REASONING CREATIVITY

### PERSONAL SOCIAL

### VOCATIONAL CITIZENSHIP

### HEALTH PHYSICAL

#### **Head**

#### **Heart**

#### **Hand**

#### **Health**

#### THINKING

Learning to learn  
Decision-making  
Problem solving  
Critical thinking  
Service learning

#### RELATING

Communications  
Cooperation  
Social skills  
Conflict resolution  
Accepting Differences

#### GIVING

Community service-  
volunteering  
Leadership  
Responsible  
Contribution to group

#### LIVING

Healthy Life-  
style choices  
Stress Management  
Disease Prevention  
Personal safety

#### MANAGING

Goal setting  
Planning/organizing  
Wise use of resources  
Keeping Records  
Resiliency

#### CARING

Concern for others  
Empathy  
Sharing  
Nurturing relationships

#### WORKING

Marketable/  
useful skills  
Teamwork  
Self-motivation

#### BEING

Self Esteem  
Self responsibility  
Character  
Managing feelings  
Self discipline

Discuss the Targeting Life Skills model they have created. If they have chosen a different placement of skills than displayed in the model, you can adjust it with the following explanation.

Because many of these skills are inter-related, the interpretation of the relationship between these categories and the competencies targeted could take several directions. You have created one a bit different from the one 4-H uses. The point of this exercise is to become aware of the skills we are trying to help youth master. The way those are arranged on this chart is not as important as the knowledge of what they are. Still, since we are presenting the Targeting Life Skills Model, in this lesson, I am going to rearrange these to fit that model.



## ***What to do–***

## ***What to Say–***

Review the purpose of the Targeting Life Skills Model.

The purpose of this activity is to become familiar with these skills. The way they are organized is less important than knowing the skills that need to be mastered.

As you look at this model, do you see why it is called a life skills model? Why do think that is?

The skills you have placed on the board can't be learned in a single experience. They require practice that is provided through many experiences that teach or reinforce the skills. Mastery of any skill requires opportunities to try, make mistakes, and try again. 4-H programs must provide opportunities for youth to practice skills until they become adept at them.

Explain the need for an understanding of ages and stages of development.

The skills that make up each of these categories are learned in sequential steps related to the age and stage of development of the young person. To help youth achieve competence in the five critical areas, youth must master a series of skills, each of which require mastery of the skills preceding them. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work.

As a youth development professional, you are expected to have and apply this knowledge. Training to increase your understanding of the growth and development of youth is available in all states. If you are youth development professional partnering with 4-H, you can contact your county 4-H agent for a schedule of training opportunities



## ***What to do–***

## ***What to Say–***

Bring closure to the lesson

available through Extension. If you are an Extension employee, contact your state 4-H office for help in obtaining additional training in the ages and stages of youth development.

As a youth development professional, you must be able to describe your program in terms of the developmental opportunities it provides. If you are clear about the skills you are promoting and supporting, you will be able to plan and deliver experiences that teach those skills. You will also be able to explain to youth and to their parents the benefits of becoming a part of that program.

If you are a youth development professional partnering with 4-H, it will be important to know this 4-H framework as well as the structure your own program uses to organize the competencies it targets.

If you are a 4-H youth development professional working in partnership with another organization, it will be important to learn the delivery framework of your partner as well as that of 4-H. By understanding both structures, you will know the expectations each organization has for staff and participants and will be able to partner more effectively.

The next three lessons address methods 4-H uses to teach these skills.





# ***Lesson 7***

## ***Using an Experiential Learning Model***

### ***Materials:***

- ☐ Supplies for the balloon shuttle activity
  - balloons
  - straws
  - string
  - paper cups
  - weights (e.g. paperclips, nuts, bolts, etc)
  - masking tape
  - tape measure
  - pads of paper
  - pencils
  - stop-watch (*several stop-watches are preferable*)
- ☐ PowerPoint presentation of the experiential learning model

### ***Objectives:***

1. To introduce the basic principles of the Experiential Learning Model.
2. To provide hands-on experience with a portion of 4-H Aerospace curriculum. <sup>1</sup>
3. To enhance participant awareness in observation, measurement, and other science skills.
4. To facilitate cooperation and teamwork through the creative process.

1. Anderson, Podolec & Taylor, (2002) USDA/AYD Project Specialists (based on the "Powerful Payload" activity from the 4-H Aerospace curriculum)

### ***What to do -***

Prepare the room for the experience. Before participants arrive, determine the number of groups of 4-6 participants you will be able to form from the class and select locations in the room for each group to meet that are as far from one another as possible. Place a string long enough to reach from ceiling to floor on a diagonal, 3 smaller pieces of string, a straw, paper cups, weights (e.g. paperclips, nuts, bolts, etc), masking tape, a tape measure, pads of paper and a pencil at each location/station. If the ceiling is not high enough, or the room is not conducive to this type of vertical

### ***What to Say -***

## ***What to do–***

## ***What to Say–***

activity, cut the string long enough to run horizontally across the room).

Introduce the experiential learning lesson.

Divide the group into smaller groups of from 4-6 people using a grouping activity of your choice and direct each group to one of the stations you have created around the room.

To help youth master the skills needed to become competent in the areas they must master for successful transition to adulthood, it is important that the experiences offered in non-formal youth development programs use the most effective educational methods available. The method that 4-H relies heavily on is an Experiential Learning Model developed by Kolb in 1984<sup>2</sup> and modified to meet the needs of 4-H delivery<sup>3</sup>. If you have attended “Moving Ahead: Preparing the Youth Development Professional” or a similar course in the fundamentals of youth development program delivery, this model is not new to you. However, we are going to spend some time reviewing the model because it is integral to understanding and advocating for 4-H program delivery.

Today you are going to create a balloon shuttle from the supplies we have provided for you. Each of your stations should have a length of string, a straw, a paper cup, a containers of paperclips, nuts, bolts, etc), masking tape and a tape measure at your station. These supplies will be used in making your shuttle. In addition, we have a stop watch (or stop-watches) on the table at the front of the room that you can use to measure the time it takes for your shuttle to reach its’ destination and a pad of paper and a pencil to record your times and distances. I am going to give you directions for making this shuttle.

*Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development, Prentice Hall, Englewood Cliffs, New Jersey.*

*2. Experiential Learning in 4-H Project Experiences, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota*



## ***What to do–***

## ***What to Say–***

Give participants time to complete this task. Some groups will take longer than others.

Give the groups the next assignment.

Facilitate a discussion of the experience using the following questions. Be sure to use these questions because you will be referring back to them on power point or overhead slides during the discussion of the Experiential Learning process.

First, find the long piece of string and attach it to the ceiling. It should reach all the way to the floor. (If you are not able to attach the strings to the ceiling you can use a horizontal version of the exercise, saying; Find the long piece of string and attach it to one end of the room. It should reach all the way to the other end. You may secure the string with tape, or ask someone to hold each end.)

Now, thread the string through the drinking straw. Designate a team member to time your launch and another person to record the results. Inflate the balloon and pinch it shut while you attach it to the straw with the tape. When you're ready, release the balloon. Record how far and how fast it went.

Now I want you to create a gondola (basket) for your shuttle using the paper cup and three shorter pieces of string. Using tape, attach the gondola to the balloon. When your basket is firmly attached, re-inflate the balloon, attach it to the straw again, and record its' launch distance and speed (approximate). Add weight to the gondola and try again. Experiment with different weights. Don't forget to record all your attempts.

*Share*

How did you feel when you were building your gondola? How did it feel



## ***What to do-***

## ***What to Say-***

when you were testing it? What did you think would happen when you launched your shuttle? What did you expect to happen when you put the gondola and the weights on it?

### *Process*

How did you make your shuttle? How did your group decide who would do what parts of the building? What challenges did you have in making your shuttle? What affect did the size of your balloon have on the distance & speed of your shuttle?

### *Generalize*

What did you learn about building and launching a shuttle? What did you learn about involving everyone in the group in a creating process? How is this similar to how you involve other team members in your program?

### *Apply*

How would you teach youth in your program to make a balloon shuttle? What would you do differently when you teach this? What did you learn from this experience that would help you teach other concepts to a group?

Use the PowerPoint presentation or overhead slides of the experiential model to demonstrate the process just used with the group. Present Slide 1

Here is a graphic of the Experiential Learning model. The model involves a five part process that incorporates doing something, reflecting upon it and applying what was learned. Let's look at each of the steps in the process.

Present Slide 2. Experience: Just Do It

As you can see, the model begins with a planned experience that is designed to provide an opportunity to learn something we have targeted. It most likely will be something that is unfamiliar to the learner or



## ***What to do–***

## ***What to Say–***

Present Slide 3. Share: What Did You Do?

Present Slide 4. Share: Ask

Present Slide 5. Share Questions Used for the Balloon Shuttle

a first time activity and should push the learner beyond previous performance levels. This may mean that the activity could seem uncomfortable and could include the risk of failure.

In the activity you just completed, we used the building and launching of a balloon shuttle to involve you in a hands-on, learn by doing experience that would lend itself to the discussion of the four processing elements of the model (steps 2-5).

The next four steps lead learners through reflection on what they did, felt, and learned from that activity and the application of that learning to other aspects of their lives.

The process begins with getting participants to talk about the experience, to share reactions and observations and discuss feelings generated by the experience.

We do this by asking questions that help participants reflect on what they have done. These Share questions can be structured around:

What they did

What they saw, felt, heard, tasted, etc.

What they thought was most difficult?

What was easiest?

In the discussion we used following the balloon shuttle activity we used questions that helped you recall what you had done and felt. These are the questions we used with you.  
How did you feel when you were building your gondola?  
How did it feel when you were testing it?  
What did you think would happen when you launched your shuttle? What did you expect to happen when you put the gondola and the weights on it?



## ***What to do–***

## ***What to Say–***

Present Slide 6. Process: How Did You Do It?

The next step in the model is to identify the process; that is, how the experience was carried out, how the themes, problems and issues were brought out, how specific problems or issues were addressed, and the personal experiences of the group. In this step, you will encourage the group to look for recurring themes.

Present Slide 7. Process: Ask

Questions that encourage this discussion cover:  
How they went about doing this activity  
What problems or issues came up as they did the activity  
How they dealt with these problems  
Why the life skill they practiced is important

Present Slide 8. Process: Process Questions Used for the Balloon Shuttle.

These are the questions we used with you.  
How did you make your shuttle?  
How did your group decide who would do what parts of the building?  
What challenges did you have in making your shuttle?  
What affect did the size of your balloon have on the distance & speed of your shuttle?

Present Slide 9. Generalize: What Did You Learn?

Step four is the point of generalizing from the experience. This is where the learner begins to apply what was learned to what he/she already knew. Step 4 helps participants determine what importance the experience had for them. This involves finding general trends or common truths in the experience, identifying “real life” principles that surfaced, and identifying what was learned from the experience. Listing key terms that capture the learning will be helpful.



## ***What to do–***

## ***What to Say–***

Present Slide 10. Generalize: Ask

Questions that encourage generalizing cover:

What they learned from this experience  
How what they learned relates to other things they have been learning  
What similar experiences they have had with this (life skill or subject matter)

Present Slide 11. Generalize:  
Generalize Questions Used for the  
Balloon Shuttle.

These are the questions we used with you.

What did you learn about building and launching a shuttle?

What did you learn about involving everyone in the group in a creating process?

How is this similar to how you involve other team members in your program?

Present Slide 12. Apply: How Will  
You Use What You Learned?

In the last step, the model addresses the “now what” application of the experience and explores how the learning could be applied to similar or future situations.

Present Slide 13. Apply: Ask

Questions that encourage application cover:

How they can use what they learned  
How what they learned relates to other parts of their life

How they can apply (the life skill practiced) in the future

Present Slide 14. Apply Questions  
Used for the Balloon Shuttle

These are the questions we used with you.

How would you teach youth in your program to make a balloon shuttle?

What would you do differently when you teach this?

What did you learn from this experience that would help you teach other concepts to a group?



## ***What to do–***

## ***What to Say–***

Review the use of this model in 4-H.

Debriefing the experience is what moves an experience from an activity to a learning experience. The primary purpose of processing the experience is to allow participants the opportunity to integrate their learning and provide a sense of closure or completeness to their experience

4-H Youth Development relies heavily upon the five steps of the experiential learning model to teach life skills. The sequential steps of the model help youth identify what they have learned from a 4-H experience or activity and to apply that learning to other experiences or situations.

Many types of activities can be used to provide a learning experience. The experience chosen will depend on the life skills being targeted and the way the learners can become involved with the content. If the intent is to have youth practice decision-making, then the experience needs to provide opportunities to practice decision-making as the subject matter is explored. Some popular teaching activities used in 4-H to promote life skill development are listed in your handbook in Section II, Lesson 7.

Ask someone to read the methods and targeted life skills from the handbook.

### **Method**

Playing a game  
Experiments  
Planning Activities  
Giving presentations  
Interviewing others  
Solving a problem  
Making models & products

### **Life Skill**

team-work, risk taking  
decision-making, problem solving  
team work, planning, leadership  
communicating  
communications, relating to others  
decision-making, problem solving  
problem solving, leadership,  
accessing resources





## ***What to do–***

Discuss the process involved in putting this model to use with a youth development program.

## ***What to Say–***

Certain requirements are involved in using the experiential learning model with a youth development program. The process requires:

- Planning activities that are appropriate to the learning goals.
- Setting aside enough time to reflect on the experience(s).
- Asking the right questions.
- Listening carefully to youth.
- Supporting each young person's unique learning.

The questions used to help youth through the reflection and application process are critical. They must be prepared ahead of time, and are best thought through as you are designing the learning activity.

Sometimes a short activity in which everyone answers the same question or simply finishes a sentence will get everyone focused. Finishing a statement like "I learned that..." or "I felt..." will stimulate discussion. You may want to ask the group to form discussion pairs or triads and to report the highlights of those discussions to the larger group.

As you facilitate the discussion process you will want to be very aware of the stage or step of the experiential model in which the group is working and be prepared to move the group to the next step when they are ready to move on. Remember to move with the participants. Adjust your questions based upon the responses they give. Continue to help them build on their experiences.

Bring closure to the lesson.



The most important outcome of an experiential learning experience is that group members can show that they have gained new knowledge in the skill the project has targeted. The questions discussed in the processing and application steps of the experiential model will often provide excellent feedback. Even better evaluation information can be gathered when you observe the group applying what they have learned to another situation. If you use experiential learning successfully some of the most important results will happen as youth apply new skills in their everyday lives.

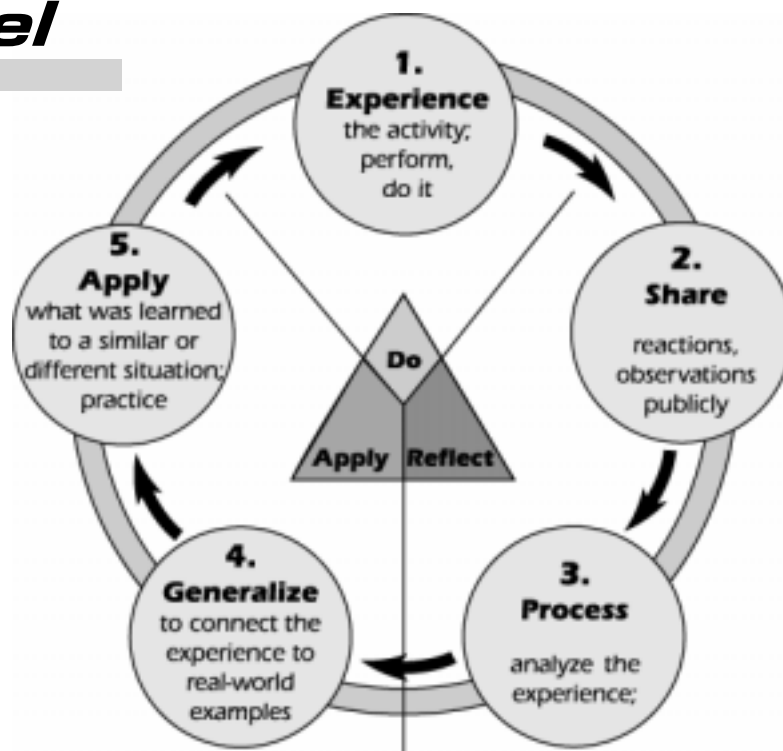
In summary, the experiential learning model starts with targeting a skill (goal) and then designs an experience and questions to process that experience that support the mastering of that skill. The experiential learning process engages the learner in all phases of the activity, resulting in the ability to generalize this learning to new situations.

In the next lesson we are going to explore curricula that are based on the experiential learning model and that support a wide variety of learning styles, and we are going to begin to apply what we have done today to your own program.

*Adapted from:*  
*Developing Life Skills through 4-H Activities, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota*  
*Experiential Learning in 4-H Project Experiences, Thomas D. Zurcher, Ph.D., Center for 4-H Youth Development, University of Minnesota*  
*Exploring the Experiential Learning Model, 4-H Cooperative Curriculum System Web Page*  
*Targeting Life Skills Model, Patricia A. Hendricks, Ph.D., Extension Youth Development Specialist, Iowa State University Extension, 1998*



# Experiential Learning Model



## ***Experience: Just Do It***

**1.  
Experience**  
the activity;  
perform,  
do it

**Individual or group  
experience**

**Involves doing**

**May be unfamiliar**

**Pushes learner to a  
new level**



## ***Share : What did you Do?***

### **2. Share**

reactions,  
observations  
publicly

**Talk about the  
experience**

**Share reactions &  
observations**

**Freely discuss  
feelings generated  
by the experience**



***Share: Ask***

**What did they do?**

**What did they see? Feel? Hear?**

**Taste?**

**What part of the experience was  
most difficult? Easiest?**



***Share questions used for  
the balloon shuttle***

**How did you feel when you were  
building your gondola?**

**How did it feel when you were testing  
it?**

**What did you think would happen  
when you launched your shuttle?**

**What did you expect to happen when  
you put the gondola and the  
weights on it?**



## ***Process: How did You Do It?***

### **3. Process**

analyze the  
experience;

**Discuss:**

**How the experience  
was carried out.**

**How the themes,  
problems and issues  
were brought out.**

**How specific problems  
were addressed.**





***Process: Ask***

**How did they go about doing this activity?**

**What problems or issues came up as they did the activity?**

**How did they deal with these problems?**

**Why is the life skill they practiced important?**



***Process questions used  
for the balloon shuttle***

**How did you make your shuttle?**

**How did your group decide who would  
do what parts of the building?**

**What challenges did you have in  
making your shuttle?**

**What affect did the size of your  
balloon have on the distance &  
speed of your shuttle?**



## ***Generalize What Did You Learn?***

**4.**

**Generalize**  
to connect the  
experience to  
real-world  
examples

**Identify:**

**General trends or  
common truths**

**Real life principals that  
surfaced**

**Key terms that capture  
the learning**



***Generalize: Ask***

**What did they learn from the experience?**

**How does this learning relate to other things they have been learning?**

**What similar experiences have they had (with this life skill or subject matter)?**



***Generalize questions used  
with the Balloon Shuttle:***

**What did you learn about building  
and launching a shuttle?**

**What did you learn about involving  
everyone in the group in a creating  
process?**

**How is this similar to how you involve  
other team members in your  
program?**



### ***Apply: How Will You Use What You Learned?***

**5.**

**Apply**

what was learned  
to a similar or  
different situation;  
practice

**Discuss how:**

**New learning can be  
applied to other  
situations.**

**Issues raised can be  
useful in the future.**



## ***Apply: How Will You Use What You Learned?***

**More effective behaviors can develop from new learning.**

**Help participants feel a sense of ownership for their learning.**



## ***Apply: Ask***

**How can they use what they learned?**

**How could what they learned in this experience relate to other parts of their life?**

**How can they apply (the life skill practiced) in the future?**





***Apply questions used in  
Balloon Shuttle:***

**How would you teach youth in your program to make a balloon shuttle? What would you do differently when *you* teach this?**

**What did you learn from this experience that would help you teach other concepts to a group?**





# ***Lesson 8***

## ***Knowing and Using 4-H Curricula***

### ***Materials:***

- ☐ Set of 4-H curricula for each team of participants
- ☐ 4-H Curriculum Scavenger Hunt worksheet for each participant
- ☐ 4-H CCS Curriculum sets
- ☐ Lesson Planning Guide

### ***Objectives:***

1. To help participants become more familiar with selected 4-H curricula.
2. To present the life skill components and experiential learning methods that are used in 4-H curricula.
3. To increase knowledge of how 4-H curricula is designed.
4. To help participants understand and effectively use the 4-H CCS curricula.

### ***What to do -***

Introduce the Lesson

Use a mini-lecture to address providing experiences that reach a variety of learning styles.

### ***What to Say -***

We have spent a significant amount of time becoming well versed in the principle methods 4-H uses to help youth develop life skills. We started this section of the course by identifying the research that defines the areas of competence that youth must master to be fully prepared for adulthood and briefly looked at the skills within those competency areas that lead to mastery.

We then looked at the way in which 4-H organizes those skills to facilitate their delivery and worked with the experiential method that 4-H uses to teach them.

At this point, we are ready to put this information to work.

## ***What to do–***

## ***What to Say–***

When you plan experiences for youth that target life skills, it is important to remember that young people have different learning styles and will approach or respond to a learning activity differently. You will have the most success in appealing to youth in your program if you provide a wide variety of activities that offer opportunities for all learning styles.

Briefly, you will want to include experiences for those who prefer to learn by

- reading (***print learners***)
- hearing; sound and voice (***auditory learners***)
- touching or manipulating objects (***tactile learners***)
- seeing; color, shape and form (***visual learners***)
- using their bodies; rhythm and movement (***kinesthetic learners***)
- working in groups; (***interactive learners***)
- working independently; (***independent learners***)
- watching others do something; (***observational learners***)
- being given a lot of direction
- figuring things out with little instruction

Effective youth development professionals incorporate many activities that collectively appeal to all of these learning styles into their programs. In addition, they facilitate the processing of those activities to direct the learning toward the targeted goal.

Introduce the support from 4-H curricula.

One of the contributions 4-H brings to the youth development field is the vast amount of curricular resources available for youth. 4-H Cooperative Curriculum System (CCS) publishes and distributes curricula that have passed a stringent screening process and met a set of national standards. The criteria for acceptance into this national collection was developed by youth development faculty from land grant universities led by a national program leader at USDA. The



## ***What to do–***

## ***What to Say–***

Introduce the scavenger hunt activity.

Ask participants to form groups of 2-3 at each table. Pass out a set of project curricula to each group. (Depending on the size of your group, you may give more than one group a particular curriculum title).

members of the teams that screen (or jury) materials submitted for this collection are also youth development faculty. Submission criteria provide guidelines for developing new materials for youth as well.

The rigor of this national review system assures high quality, age appropriate, content accurate, user -friendly products.

If you are a youth development professional partnering with 4-H to start a 4-H club, you have access to these curricula. If you are a county 4-H agent, you need to be aware of all of the materials available to support 4-H and 4-H partners in your county. In either case, it is important that you know all of the resources that are available to you through 4-H curricula. So today we are going to go on a scavenger hunt to explore some of this curricula.

Each of your groups has a complete set of 4-H curriculum materials for a specific project. You are going to get better acquainted with this material by going on a scavenger hunt. However, instead of gathering objects from around town, you will be gathering information items from the curriculum materials. On pages 34-35 of your handbook, you will find the list of information you are to obtain from your project curriculum and a place to record that information. I want you to work with your team to gather as many items on your scavenger



## ***What to do–***

## ***What to Say–***

Allow participants sufficient time to complete the Scavenger Hunt sheet. Move about the room to monitor the progress of the groups. Give a one-minute warning before calling time. Facilitate the group in reporting what they discovered about the curricula.

If several groups had the same set of curricula, ask them all for their interpretation of the material.

Lead the group in a discussion of this activity using the following questions.

hunt list as possible from the curriculum you have been given. I am going to give you 30 minutes to complete this task.

I want your group to introduce the curriculum you have been exploring to the rest of us. Tell us the name of the curriculum you had, the project it supports and what you learned about it. You can use your scavenger hunt list to help you. I would encourage you to take notes when others are presenting their curricula. These notes could be used to help your new clubs identify program directions. Who would like to start? (Or what group has the \_\_\_project curriculum?) Would you tell us what you learned about it?

How many people were able to find information for every item on the list?  
How did your group approach the scavenger hunt task?  
What was the most interesting thing you learned about the curriculum you explored?  
What was the most interesting thing you learned about the curricula others presented?  
What things did all of the curricula have in common?

The following points should surface. If they do not, you will need to make them.

CCS curricula are based on the experiential model and have the questions for processing an



## ***What to do–***

## ***What to Say–***

activity built into the materials.  
CCS curricula are age appropriate.  
CCS curricula address a variety of learning styles.  
All CCS curricula provide accurate and current information. (They are revised or discontinued after five years.)  
CCS curricula have met national standards.

Point out the ease of use and the built in experiential learning format of the CCS materials.

Hand out the CCS catalogues.

4-H Project curricula include manuals for the members, and leader/helper guides for the adults. All of the curricula include step-by-step instructions on using the material, general information on the project, procedures for conducting each activity, supplies needed for each activity, questions to use to process each experience, and suggestions for related activities. Generally, the 4-H curriculum is self-explanatory and easy to read. Developmental outcomes and learning indicators are included as well as the life skill development that is being targeted. It is important to review the curriculum and be prepared with all necessary supplies prior to the club/project group meetings.

The curricula we have just highlighted represent a few of the publications we thought you would enjoy. I am handing out a copy of the CCS catalogue so that you can see the range of materials that are available and how to order them.

In addition to the CCS publications, state 4-H offices often publish curricula that address specific issues for that state. National 4-H Council also receives grants to prepare curricula on specific topic areas. These materials are not



## ***What to do–***

## ***What to Say–***

Lead the group in applying what they have learned by developing a meeting plan that uses the experiential learning model.

always submitted for CCS review and publication. You will want to check with your state or county 4-H office to find out what additional resources you could tap.

We are ready now to find out how you might apply the information about curricula as well as the information about targeting skills and using the experiential learning model to your youth development program.

Since you have been working with project curricula, I want you and your team to pretend that you are the leaders of a 4-H project or single project club. You have 10 youth, 10–13 years of age coming to your meetings. The Project Meeting is the heart of a member's project involvement, so it's important that the time is well planned and involves all the youth. Members should decide what they will do at these meetings, but they will need the assistance of the 4-H Club leaders. For our purposes today, we will assume that you have been given the authority to plan this meeting yourselves.

Start by picturing what you and the youth would be doing at this meeting? What life skills would they be practicing? What project content would they explore? What would they be saying about the experience?

In Section II, Lesson 8 of your handbook, there is a worksheet that I want you to use in planning this meeting.

Give the group time to complete this task and move about the room to monitor their progress and offer assistance. Give a one-minute warning before calling time. Facilitate a sharing of their plans.





## ***What to do-***

## ***What to Say-***

I would like each group to tell us the life skills they targeted, the activity they designed and the questions they used to process that activity to reach the life skill goal.

Ask each group to share a goal.

Make corrections to the questions as needed. Bring closure to the lesson.

This concludes Section II. We have been focusing on the way in which 4-H promotes the development of critical skills. In Section III we are going to focus on the mechanics of getting a club started and keeping it running in order to deliver these opportunities.





## 4-H CURRICULUM SCAVENGER HUNT

Work in small groups using one set of project materials to get acquainted with 4-H Curriculum. Put an asterisk by those you are not sure of so they can be discussed with the total group. Not every question is applicable to each set of curriculum.

INFORMATION NEEDED	INFORMATION FOUND
<b>A. <i>Obtaining Materials</i></b> <ul style="list-style-type: none"><li>• What is the name of this set of curriculum?</li><li>• How many pieces are there in this set of curriculum support materials?</li><li>• Where can the materials be purchased?</li></ul>	
<b>B. <i>Design and Development</i></b> <ul style="list-style-type: none"><li>• What does the ribbon on the front cover mean?</li><li>• Who developed these activity guides?</li><li>• These materials have been designed to be developmentally appropriate for what grades of youth?</li><li>• Who is the primary audience for each piece in the set of materials?</li></ul>	
<b>C. <i>Helper's Role/guide</i></b> <ul style="list-style-type: none"><li>• Is there a Helper's Guide?</li><li>• Who is the person referred to as the helper?</li><li>• What is the role of the helper?</li><li>• Where are many of the answers to the activities in the youth guide found?</li><li>• The development of what life skills are emphasized in the activity guides for the project?</li></ul>	

INFORMATION NEEDED	INFORMATION FOUND
<p><b><i>D. Incentives for Using</i></b></p> <ul style="list-style-type: none"> <li>• Why would youth want to use these materials?</li> <li>• How does setting goals provide an incentive?</li> <li>• What is the Achievement Program? What is it's purpose?</li> <li>• What recognition is available to encourage completion of the Achievement Program?</li> </ul>	
<p><b><i>E. Each Youth Activity</i></b></p> <ul style="list-style-type: none"> <li>• What are the basic components or elements of each activity?</li> <li>• What is the importance of encouraging youth to actually do something on the page?</li> <li>• Often more than one question is listed for one or more of the steps of the experiential cycle. Which question should the youth write an answer to?</li> <li>• What are the five steps of the experiential cycle shown in each activity?</li> <li>• Where is the project information shown in each activity?</li> <li>• How could the activities in the youth guides be used in a group setting?</li> <li>• Where are the new words used in activities defined?</li> <li>• Where are the project resources including WWW sites and associations listed?</li> </ul>	



# ***Lesson Plan Using the Experiential Learning Model***

**Experience or Activity:**

**Life Skill Targeted:**

**Project Skill Targeted**

**Materials Needed:**

**Directions:**

**Share Questions:**

**Process Questions:**

**Generalize Questions:**

**Apply Questions:**

**Success Indicators:**

# ***Lesson 9***

## ***Using a Skillathon for Experiential Learning***

### ***Materials:***

- ☐ Supplies for “Books Tell A Story” activity from A Palette of Fun Arts and Crafts, CCS Curriculum for Grades K-6, pp. 19-21
  - large sheets of craft or drawing paper
  - colored card stock for book covers
  - cord, yarn or ribbon
  - scissors
  - glue (*for paper and for cord, yarn or ribbon*)
  - pencils
  - markers, colored pencils or crayons
  - colored paper scraps
- ☐ Project Skillathon stations with all necessary supplies
- ☐ Handouts: Teacher Directed Approach,
- ☐ Books Tell a Story, from “A Palette of Fun Arts and Crafts” Conducting A Skillathon, from Maryland Cooperative Extension

### ***Objectives:***

1. To provide an experience in designing an activity using the experiential method.
2. To demonstrate teaching with the experiential method.
3. To introduce a skillathon as an effective experiential learning activity.

### ***What to do -***

Before participants arrive, prepare for the two learning activities you will be conducting: Make a Book and Skillathon.

For the Make a Book activity, cut a strip of paper 5.25”x 17” for each participant that will be folded to form book pages and cut pieces of card stock

### ***What to Say -***



## ***What to do–***

## ***What to Say–***

slightly larger than the pages (4.25 x 5.5) to form front and back book covers for the book. Make a sample book to show the group.

Place scissors, glue, yarn or ribbon or cord, markers or crayons or colored pencils, colored paper scraps at each table.

For the Skillathon activity, identify a learning station facilitator for each of the stations that will be offered. Set up learning stations and brief station facilitators on their responsibilities (see “Conducting a 4-H Skillathon” handout).

Introduce the use of a variety of teaching methods that employ the experiential learning model.

In lessons six and seven, we talked about the importance of providing experiences for youth that target life skills and help youth become aware of the concepts they have learned from those experiences.

During the next few hours, we are going to demonstrate teaching methods that address many of these preferred styles. All of these styles use the experiential model, because they all involve the participant in an activity and then process that activity to direct the learning toward the targeted goal.

Introduce the Make a Book activity

We are going to start with a teacher directed activity that would appeal to youth who like to have detailed directions. The activity is taken from a 4-H project curriculum for grades K-6 published through the cooperative curriculum system. It is called A Palette of Fun with Arts and Crafts.

*Books Tell a Story,” found in A Palette of Fun with Arts and Crafts, CCS Curriculum for Grades K-6, pp. 19-21.*





## ***What to do-***

Facilitate a discussion using the following questions.

Give each participant a long sheet of paper to use as book pages and two card stock pages to use as cover pages. Instruct them in the making the book and demonstrate each step.

Monitor the group's progress to allow time for them to decorate their covers. After ten minutes, if participants are not finished. Tell them they have 3 more minutes and then call time when 3 minutes have elapsed.

## ***What to Say-***

What do you enjoy about a book; the story? the words? the pictures? Do you like the way the book feels when you hold it? Do you notice it's size, shape , weight?

These are questions you might ask if you were introducing this activity to youth. We are going to make an accordion book that you can use to record information in our next activity.

Fold the long strip of paper in half. Open it up and, using the center crease as a guide, fold each side of the page in half by placing the edge at the center-fold crease. Open the sheet of paper and bend the creases as needed to form a fan shape. The center-fold will be on the right and the other two folds will be on the left. This shape will give you a front and back cover and four pages.

Decorate the two pieces of card stock paper I gave you making one the front cover of your book and one the back. You can draw on them or glue paper decorations on them.

Place the two cover pages side by side and face down on the table with the front cover on the left. Run a bead of fabric glue across the center of both covers. Lay the yarn (or ribbon or cord)



## ***What to do–***

## ***What to Say–***

Facilitate a discussion of this activity using the experiential learning process. As you finish the questions for each segment of the model, point to that segment on the experiential learning poster.

over the glue line. Place glue on one end of the folded paper and attach it to the inside of the front cover. Place glue on the other end of the folded paper and attach it to the back cover. When you open this book, the cord will keep it together like a fan. You can tie the cord to keep the book closed.

### Share questions

What did we do?

What did you think when I said we were going to make a book?

How did you feel about the instructions you were given?

What part of making this book was the most fun?

### Process questions

What did you learn as a group that you might not have learned alone?

What did you learn about communicating with others?

What was the most challenging part of the activity?

How does what we did in this workshop relate to 4-H CCS project materials?

### Generalize questions

What did you learn about helping a young person make a book?

What did you learn about the way you prefer to learn something new?

What did you learn about the learning styles of others in the room?

### Apply questions

What might you do with this book?

What uses could you suggest to kids for this book?



## ***What to do-***

## ***What to Say-***

Recap the learning experience.

Divide the participants into groups of 5-7 people using any grouping method you prefer. Assign each group a station to start with. The groups will move on signal every 10 minutes until everyone has had a chance to complete the activity at each station. Encourage members of the group to work together on the activity. Station facilitators should ask processing questions during the last 2 minutes of each round.

How will you use what you learned from this activity about your own learning preferences in approaching another learning situation?

How would you use this activity with youth in your program?

We have just completed an experience in which the teacher led the learning activity and then conducted a discussion using the experiential model to draw out individual reactions and learning that occurred from the activity. Now we are going to experience an entirely different activity that also uses the experiential model. This activity has the advantage of incorporating a variety of learning styles and is used often by 4-H agents and project leaders.

We have prepared some learning stations for you in another room with activities that teach a variety of skills. These stations are numbered and each has a facilitator to explain what you are to do at that station. I am going to give your group a number that corresponds to one of the stations. This is where you will start. You will have ten minutes at that station. I will call time and groups will move to the station numbered with the number immediately higher than their own. For example, those at station



## ***What to do-***

## ***What to Say-***

one will move on to station two, station two to station three etc. If you started at the last station you will move to the first station.

I want to encourage you to work together on the activities at these stations. Take the books you just made with you and use them to record any notes you might wish to make as you move through the stations.

Help groups find their stations and monitor the activities to assure that everyone is engaged. Signal facilitators when eight minutes have elapsed at each station so that they will have time to ask the process question they have been given.

After all groups have completed all stations, call time and bring the group back to the general sessions room. Facilitate an experiential model discussion using the following questions. (You may use the overhead slide of questions if that will help you or the group). Ask the station facilitators to share their observations at the stations. Encourage participants to discuss what type of recognition they would provide to the participants.



## ***What to do-***

## ***What to Say-***

Share questions:

What did you do in this workshop?

What was the most fun during this activity?

What did you observe during this activity?

What were some of the things that were hard to understand when you started?

Process Questions

What did you learn as a group that you might not have learned alone?

What did you learn about communicating with others?

What was the most challenging part of the activity?

How does what we did in this workshop relate to 4-H CCS project materials?

Generalize Questions

What is one thing you learned or experienced that was new to you?

What did you learn about experiential learning methods?

What did you learn about setting up a skillathon?

Apply Questions

How might you help children learn in the future based upon what you learned today?

What advice would you give someone who wants to do a skillathon to introduce projects to youth and parents?

What will you share with others from this workshop?

Refer the group to the Skillathon material in their handbook.

Give the group several minutes to read these three pages. Summarize the characteristics of a skillathon. Use overhead or PowerPoint.

Section II, Lesson 9 of your handbook gives instructions on setting up and conducting a skillathon. Take a moment to read through this material.



## ***What to do-***

## ***What to Say-***

The following characteristics describe a successful Skillathon.

They are participant centered.

They involve “Do, reflect and apply”.

They set up a situation for learning.

The learning is facilitated.

The process is facilitated.

Realistic tasks are expected.

Materials are acquired & ready for learners.

Stations use informed facilitators.

Questions are answered with questions.

Praise and recognition for learners is incorporated.

Bring closure to the lesson.

Are there any questions about how to conduct a skillathon?

Because 4-H is a non-formal educational program and because the youth in your program will represent many different learning styles, it is important to provide experiences that support many learning styles. It is also important to be intentional in targeting skill development and in helping youth recognize what they have learned.

Skillathons provide a structure to address all of these criteria.



## ***Experiential Learning Model Share***

**What did you do in this workshop?**

**What was the most fun during this activity?**

**What did you observe during this activity?**

**What were some of the things that were hard to understand when you started?**



## ***Experiential Learning Model Process***

**What was the most challenging  
part of the activity?**

**How did your group work together  
at the various stations?**

**How were the stations organized?**

**How did you know what to do?**





***Experiential Learning Model  
Generalize***

**What is one thing you learned or experienced that was new to you?**

**What did you learn about experiential learning methods?**

**What did you learn about setting up a skillathon?**



***Experiential Learning Model  
Apply***

**How might you help children learn in the future based upon what you learned today?**

**What advice would you give someone who wants to do a skillathon to introduce projects to youth and parents?**

**What will you share with others from this workshop?**



## ***Characteristics of Successful Skillathons***

**Are participant centered.**

**Involve “Do, reflect and apply”.**

**Set up learning situations.**

**Learning is facilitated.**

**Process is facilitated.**



## ***Characteristics of Successful Skillathons***

**Offer realistic tasks.**

**Learning materials prepared.**

**Informed facilitators.**

**Questions answered with questions.**

**Praise and recognition incorporated.**

